

**Pre-service Teachers' Perception on Need in the Teaching Process during the
Internship Program**

A Skripsi

Submitted to Language Education Faculty as a Partial Fulfillment of the
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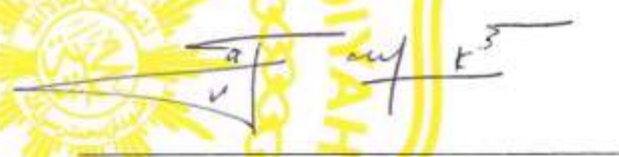
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Certify that this *skripsi* with the title "Pre-service Teachers' Perception on Need Analysis in the Teaching Process during the Internship Program" is truthfully the result of my own work. I am totally responsible for the content of this paper.

Others' opinion and results involved in this *skripsi* are quoted in accordance with ethical standards.

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Pre-service Teachers' Perception on Need in the Teaching Process during the Internship Program

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Abstract: This study aims to investigate pre-service teachers' perception on need analysis and the benefits of doing need analysis in the internship program. This study was conducted at English Language Education Department at a private Islamic university in Yogyakarta. The descriptive qualitative design was used as a research method of this study. The data were gathered through interview. Based on the result of this study, the pre-service teachers perceived that conducting need analysis are important and challenging. Based on the result of this study, there were some benefits of need analysis related in this study including getting information on learners, helping choosing appropriate teaching materials, bringing about better classroom management, selecting teaching method, and evaluating the teaching process.

Keywords: pre-service teacher, need analysis, steps on conducting need analysis, and benefits of need analysis.

Introduction

In many institutions "Pre-Service Teacher" is the preferred title for all of education students. Pre-service teachers learn in order to be proficient teachers in

the future. By learning how teachers operate in real-life situations, they can accumulate experiences that can be applied when they teach their own classes. According to Bransford, Darling-Hammond, and LePage in Mergler and Spooner-Lane (2012), pre-service teachers in education programs prepare to become good teachers and help pre-service teachers increase the quality of teachers in education. A pre-service teacher is a teacher in one school, but he/she is still learning how to be a good teacher.

One of the most important steps in teaching for pre-service teachers is conducting a need analysis. Conducting a need analysis is important because the pre-service teacher can obtain a lot of information from the students. Rein and Graves (2000) stated that need analysis are important for planning in language programs. Need analysis is a process to collect information about students' needs. According to Puspanathan (2013), need analysis is an information gathering process. Pre-service teachers can perform need analysis before they conduct the teaching practice. This is done because it is better when teachers observe their students first before they teach, as they will know the information about the learners' needs.

Methodology

This study used qualitative as research design. The data were gathered from the pre-service teachers of English Language Education Department of a private Islamic university in Yogyakarta. A descriptive qualitative research design was used as a research method of this study. Four fourth-year pre-service teachers

became the participants of this study. Moreover, the data gathered through interview.

Result and Discussion

Pre-service teachers' Perception on Need Analysis

In this section, the result of the study focused on the general finding in which the pre-service teachers' perception on need analysis. The researcher found some findings dealing with the pre-service teachers' perception on need analysis. Besides, the pre-service teachers said that conducting need analysis was important and challenging. There were four participants who stated that need analysis was an important step in the teaching process. However, one participant also stated that doing need analysis was challenging. The findings of this study are stated by all of the participants based on their perception and experience in the internship program. The findings on the pre-service teachers' perception on need analysis are reported in the following paragraph.

Steps on Conducting Need Analysis

Listing the information needed. Based on the findings of this study, the researcher found that the students listed the information that pre-service teachers needed before they conduct the observation in the classroom. Graves (2000) mentions that the processes of need analysis involve deciding what information to gather including: why, when, how, and from whom, gathering the information, and evaluating and deciding on further. In this step, the researcher asked about their feeling during the need analysis. When asked about their feeling of this step, three

participants mentioned that the step was easy. The result of this section shows that there were three participants that indicated listing information to be an easy step to do during need analysis.

Gathering the information. This study also found that the pre-service teachers gather information during the need analysis. Pre-service teachers conducted some activities during the gathering of information about the learners' needs. The participants gathered the information in two ways, namely by observation and interview. According to Richard (2001) and McCawley (2009), interview and observation are the methods for collecting data. Interview and observation are the method to gather information in conducting need analysis. The techniques to gather the information are observation, interview with the teacher and asking the students. In this step, the researchers were asked about their feelings during the need analysis. Two participants mentioned that the step was easy. However, some others mentioned that the step was challenging.

Evaluating the information. Another result of this study the evaluating the information after gathering the information of the learners' needs. Evaluating the information is the last step of need analysis. The participants mentions that they all evaluated the information collected. Pre-service teachers composes an evaluation because they need to evaluate the data that they have acquired. Hence, pre-service teachers often arrange consultations with teachers or friends. Richards (2001) who states that the procedures for conducting needs analysis are: performing an analysis, identifying priorities and importance, identifying causes of performance problems and/or opportunities, and identify the possible solutions

and growth opportunities. In this step, the researcher asked about the participants' feelings during evaluating the information. Evaluating the information is the last step of need analysis. Two participants mentioned that this step was challenging. However, one participant mentioned that this step was exciting.

The Benefits of Need Analysis

Getting information on learners. There are some points that assisted the participants to acquire information on the learners. Based on the data, the information on learners are the characteristic of learners, learning style, their needs, and how they learn in the class. From the findings above, it seems that pre-service teachers gain a lot of information on the learners' needs during need analysis. Pushpanathan (2013) mentioned that need analysis may be useful for gathering information regarding attitude, belief and opinion, information on learners' needs, such as learning style and learning activity. It can be summarized that after conducting need analysis, pre-service teachers benefit by gaining a lot of information about the learners.

Helping to choose appropriate teaching materials. In this section, the researcher discovered several findings that deal with helping to choose appropriate teaching materials. These findings are in line with the findings of Richard (2001). "Needs analysis can serve as a device for gathering an extensive range of input into the content, design, and implementation of language programme through involving all the stakeholders, it can help in setting goals, objectives and content for a language programme by determining general and

specific language needs, needs analysis can be instrumental in providing data which can be used for reviewing and evaluating an existing programme, and it can help teachers in understanding the local needs of the students and making decisions in pedagogy and assessment for further improvement” (Richards 2001, p.2).

Bringing about better classroom management. Since this study was conducted at ELED of this private Islamic university, the other finding revealed that better classroom management is another advantage of conducting need analysis. The participants discussed about better classroom management after conducting need analysis. After conducting need analysis, they can manage time during the teaching practice. Then, their teaching will be suitable with the learners’ needs and they can manage time in the classroom.

Selecting teaching method. This study also found that the creation of a teaching method is one of the benefits of need analysis. This was because the pre-service teachers are informed about the needs of the learners, so they choose the method that can appropriate with the learners’ needs. Need analysis helps them choose their teaching methods as they would know about the learners’ needs. Pre-service teacher would be more able to choose their teaching methods that can be more suitable with the learners’ needs.

Evaluating the teaching. Another finding that the researcher found is related to these benefits. Pre-service teachers can evaluate the teacher’s teaching

practice. It can be viewed that the benefit of need analysis is that participants can evaluate their teaching.

Conclusion

Need analysis is important step for pre-service teachers in the teaching and learning process. The result showed that the pre-service teachers know about how to perform need analysis in their internship program. Moreover, need analysis gave some benefits for the pre-service teachers. The benefits are help them to know about the information of learners, choosing appropriate teaching materials, bringing about better management classroom, and selecting teaching methods.

Recommendation

For pre-service teacher. After conducting this study, it is suggested for pre-service teachers to conduct need analysis before they start their teaching practice. Need analysis is an important step to carry out. To start the course, it would be better for pre-service teachers to conduct need analysis. By conducting need analysis, pre-service teacher will find it easier to construct decisions in their teaching as they have attained a lot of information on the learners' needs. Moreover, pre-service teacher should follow the sequence of conducting need analysis.

For supervising teachers. After conducting this study, the researcher recommends supervising teachers to conduct need analysis before proceeding to the teaching process. Need analysis is a crucial step in the teaching process. It can help teachers find out about the information on their learners' needs. Besides,

teachers will earn a lot of benefits after conducting need analysis. Moreover, need analysis aid teachers to ease the teaching process.

For further researchers. The result of this study can be used as a reference for other researchers who plan to conduct similar studies related to this topic with different research settings. Further researchers are also recommended to investigate a similar topic but a different focus, such as the teachers' perception or other aspects that relate to this topic.

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